

Syllabus for  
**GOV 451 – American Constitutional Law**  
3.0 Credit Hours  
Spring 2007

I. COURSE DESCRIPTION

A study of the development and current applications of the U.S. constitutional process, emphasizing judgments of the Supreme Court in selected precedent-setting cases. Analyzes effects of this process upon the fundamental structure of the American political, economical, and social systems.

II. COURSE GOALS

This course is one of a series that helps the Christian student prepare for law school. However, this course is also of interest to any student who has a concern with recent Supreme Court decisions that affect the lives of all citizens. The student will become familiar with important decisions from the Supreme Court and develop his or her analytical and legal reasoning skills.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course, the student will be able to do the following:

- A. Discuss the aspects of the judicial process in the United States.
- B. Discuss the origins and structure of the Constitution.
- C. Discuss important U.S. Supreme Court decisions.
- D. Discuss real and apparent conflicts between fundamental principles of Christianity and civil governmental authority.

IV. TEXTBOOKS AND OTHER LEARNING MATERIALS

- A. Required Materials:  
Textbook:  
Otis H. Stephens, Jr. and John M. Scheb, II. American Constitutional Law. West Publishing Company, St. Paul, 1998.
- B. Other Materials: None.

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
  - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any

form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Course Procedures

1. Evaluation

- a. Class participation -- 30%. The course will be taught with a moderate Socratic method. All students are expected to be prepared to discuss the reading assignment for every class.
- b. Mid term examinations -- 30%. There is one mid-term examination. The students are required to apply the Court's reasoning from certain landmark cases to hypothetical fact-patterns and reach well-reasoned conclusions.
- c. Final examination -- 40%. The final examination is comprehensive and is an expanded version of the midterm examinations.

2. Plagiarism

- a. The American Heritage Dictionary defines plagiarism as "to steal and use (the ideas or writings of another) as one's own."
- b. In standard academic practice, this means if you copy any more than three consecutive words written or spoken by another you must acknowledge the source of these words by using a footnote, and by either enclosing the words in quotation marks, or (if a longer quotation) uniformly indenting and single-spacing the material.,
- c. Correct form for footnotes, bibliography, and so on, is found in Kate L. Turabian, A Manual for Writers of Term Papers.
- d. Plagiarism will not be tolerated, whether accidental or intentional.
- e. The automatic minimum penalty for it will be an "F" on the paper or other assignment involved; more typically, an "F" for the course is assessed.
- f. If done with intent, additional disciplinary proceedings are likely, up to and including expulsion from the University.

3. ePortfolio Requirements: None

## VI. COURSE CALENDAR

WEEK	TOPIC	DESCRIPTION
1	Chapter 1 Read & brief: No cases	The Supreme Court in the American Judicial Process
2	Chapter 1 Read & brief: Marbury v. Madison; Dred Scott v. Sandford; U.S. v. Nixon; Texas v. Johnson	The Establishment and Exercise of Judicial Review
3	Chapter 1 Read & brief: Federalist No. 78; Ex Parte McCordle; Cooper v. Aaron	External Limitations on Judicial Power
4	Chapter 1 Read & brief: Poe v. Ullman; Valley Forge Christian College v. Americans for Separation of Church and State; Defunis v. Odegaard; Baker v. Carr; Crockett v. Reagan	Internal Limitations on Judicial Power
5	Chapter 2 Read & brief: M'Culloch v. Maryland; McGrain v. Daugherty; Gibbons, v. Ogden; Heart of Atlanta Motel v. U.S.; Katzenbach v. McClung	Congress & the Development of National Power
6	Chapter 3 Read & brief: Articles of Impeachment; Youngstown Sheet & Tube v. Sawyer; Ex Parte Milligan; Korematsu v. U.S.	The Powers of the Presidency
7	<b>EXAM 1</b>	
8	<b>Spring Break: Saturday, March 17 – Sunday March 25, 2007</b>	
9	Chapter 4 Read & brief: A.L.A. Schecter Poultry Corp. v. U.S.; Bowsher v. Synar; Immigration and Naturalization Service v. Chadha; Metropolitan Washington Airports Authority v. Citizens for the Abatement of Aircraft Noise	Constitution and The Modern Administrative State
10	Chapter 5 Read & brief: Chisolm v. Georgia; Silkwood v. Kerr-McGee; Kassell v. Consolidated Freightways Corp.	The Dynamics of Our Federalism

11	Chapter 8 Read & brief: Schenck v. U.S.; Tinker v. Des Moines Independent Community School District; Rust v. Sullivan; Edwards v. South Carolina; Roberts v. U.S. Jaycees	Freedom of Expression, Assembly & Association
12	Constitutional Consistency Cases TBA	
13	<b>Group Project</b>	
14	<b>Final Exam Review</b>	

## Course Inventory for ORU's Student Learning Outcomes

### GOV 451 American Constitutional Law (Spring 2007)

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills			X	
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship		X		
4E	Leadership capacity		X		

*(Revised 9/15/06)*